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ABSTRACT

Abstracts are presented of 33 research studies in adult education. An account of noncredit adult education program development at the University of Georgia, 1804 to 1968, is followed by summaries of papers in such areas as adult basic education, community development and education, management training and development, adult learning, attitudes and attitude change, the characteristics and situation of adult educators, educational television, research methodology, and educational needs and/or participation in specific groups (older adults, college and university alumni, disadvantaged groups, non-college-bound young adults). Symposium topics and a conference agenda are also presented. (LY)

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TWELFTH ANNUAL

ADULT EDUCATION RESEARCH CONFERENCE

1971

FEBRUARY 2 – FEBRUARY 5

McALPIN HOTEL

NEW YORK CITY

AC 008 993

EXECUTIVE COMMITTEE

Ginny Griffin, Co-Chairman	The Ontario Institute for Studies in Education
Allen Menlo, Co-Chairman	The University of Michigan
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ED045949

THE CONFERENCE AT A GLANCE

Tues. Feb. 2	Wed. Feb. 3	Thurs. Feb. 4	Fri. Feb. 5
	9-10:30 General Session with coffee	9-10:00 Special Interest Groupings	Special Interest Groupings
		10-10:30 Coffee	Coffee
	10:30-12:00 Paper Sessions Paper Sessions	Paper Sessions Paper Sessions	Paper Sessions Paper Sessions
	12-2 Free Time	Free Time	Luncheon and Business meeting
	2-3:30 Symposia	Symposia	
	4-5 Paper Sessions	Paper Sessions	
	5-6 Planned Socializing	Planned Socializing	
7-11 Registration Informal Get-Together	6:45-9 Banquet and Speaker		

PROGRAM

Tuesday

7:00 - 11:00	Registration	East Room
	Informal Get-together (Cash Bar)	East Room

Wednesday

9:00 - 10:30	General Session	Red Room
10:30 - 12:00	Paper Sessions Farmer, James A. The "Turned-on" Adult Education Teacher and Beyond: Adult Education as a Sociotechnical System (10:30)	Red Room

and

Jahns, Irwin, and Gendron, Ernest G. Factors Affecting Teacher Innovativeness and the Diffusion of Informal Reading Inventories in ABE (11:15) — Red Room

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Wood, George, and Dolan, Robert J. The Bureaucratic-Professional Role Orientations of Educators: Methodological Considerations for Adult Education Research (10:30) — Green Room

and

Wright, Joan W. The Professionalism of Adult Educators in New York State (11:15) — Green Room

******

Parsons, Jerry. Needs and Interests of Iowa State University Alumni in Continuing Education (10:30) — Blue Room

and

Wednesday (continued)

10:30 - 12:00	Scanland, Worth. An Investigation of the Relative Effectiveness of Two Methods of Instruction, Including Computer-Assisted Instruction, as Techniques for Changing the Parental Attitudes of Negro Adults (11:15)	Blue Room
	******	
	Hobgood, Thomas N. An Inquiry Into Administrative Leadership in the Cooperative Extension Service (10:30)	East Room
	and	
	Mitchell, Rie R. Effectiveness of Sensitivity Training Groups (11:15)	East Room
12:00 - 2:00	Free Time	
2:00 - 3:30	Symposia	
	The Use of Grounded Theory in Adult Education Research, Jack Mezirow, organizer	Red Room
	Avoiding the Pitfalls of Action Research, Joan Wright, organizer	Blue Room
	A New Look at Adult Language and Personality Development: Implications for Research, Arthur Burrichter and Clark Reed, organizers	Green Room
4:00 - 5:00	Paper Sessions	
	Mezirow, Jack. ABE in Urban Public Education: Toward a Theory of Practice	Red Room
	******	
	Qazilbash, Husain. Dialect Survey of the Appalachian Region	Green Room
	******	
	Okes, Imogene, and Ullman, Morris B. Participation in Adult Education, 1969, Survey Methodology	Blue Room
	******	

Wednesday (Continued)

4:00 - 5:00	Hamrick, Wallace. Administrative Perceptions of the Community Services Dimension of the Small Non-Urban Community Colleges of Michigan	East Room
5:00 - 6:00	Socializing and Cash Bar	Rooftop Ballroom Anteroom
6:45	Banquet	Rooftop Ballroom

Thursday

9:00 - 10:00	Special Interest Groupings	
10:00 - 10:30	Coffee	1st Mezzanine Promenade
10:30 - 12:00	Paper Sessions	
	Martin, James L. Explicit Criteria for Using Hypotheses Testing as a Decision Making Tool (10:30)	Red Room
	and	
	Moss, Gwenna. Community Influentials and Adult Education: Directions for Research (11:15)	Red Room
	******	
	Robinson, Russell D. A Study of the Effect of Television Combined with Discussion Groups and Study Materials on the Changing of Attitudes on Social Issues (10:30)	Green Room
	and	
	Chertow, Doris. Evaluation as a Non-Sacred Cow: "Practical" and "Feasible" Adult Education Course Improvement Method (11:15)	Green Room
	******	

Thursday (continued)

4:00 - 5:00	Bonniwell, Hilton T. A Historical Analysis of Non-Credit Adult Education Program Development at the University of Georgia, 1804-1968	Green Room
	Prewitt, Patricia W. A Profile of the Adult Basic Education Student in the United States Office of Education Region VII	Blue Room
	Fagin, Margaret C. Life Experience has Academic Value	East Room
5:00 - 6:00	Socializing	

Friday

9:00 - 10:00	Special Interest Groupings	
10:00 - 10:30	Coffee	1st Mezzanine Promenade
10:30 - 12:00	Paper Sessions	
	Oliver, Leonard P. Title I of the Higher Education Act of 1965: Its Promise and Performance (10:30)	Red Room
	and	
	Griffith, William S. Supply and Demand in Public School Education (11:15)	Red Room
	******	
	Rose, Harold. The Relationship Between Anomia and Participation in Adult Basic Education (10:30)	Green Room
	and	
	Hadden, Marise T. The Utilization of the Paraprofessional School-Community Aide to Implement Social Change in Disadvantaged Communities (11:15)	Green Room
	******	

Thursday (continued)

10:30 - 12:00

Clark, Robert C., and Timothy, Earl E. Some Determinants of Citizen Attitudes Toward Community Resource Development (10:30) — Blue Room

and

Miller, Dave. The Relationship of Selected Factors to Attitudes of Individuals in the Natural Resource-Oriented Environment Regarding the Community as a Place for Personal Growth and Development (11:15) — Blue Room

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Dickinson, Gary. Educational Variables and Participation in Adult Education (10:30) — East Room

and

Knox, Alan. Correlates of Educative Activity by Non-College Bound Young Adults (11:15) — East Room

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12:00 - 2:00 — Free Time

2:00 - 3:30 — Symposia

Interaction Analysis -- New Ways to Quantify Teaching Behavior, Ned Flanders, organizer — Red Room

Methods for Assessing the Future of Post-Secondary Education, Warren Ziegler, organizer — Green Room

Project Realistic: Identifying Functional Literacy Requirements as Targeted Skill Levels for Adult Basic Education, Thomas Sticht, organizer — Blue Room

4:00 - 5:00 — Paper Sessions

Tough, Allen, and Stanius Vida. Frequency and Importance of the Adult's Learning Project — Red Room

Friday (Continued)

10:30 - 12:00

Simon, Pierre. Analysis of the Influence of Management Development Program on the Perception of a Leader's Part (10:30) — Blue Room

and

Murray, James; Sulkin, Howard; Grossman, Burton; Furcon, John; and Chvatal, Francis. A Research Strategy for Studying Organizational Change Through Management Training (11:15) — Blue Room

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Schwenk, Richard and Le Morvan, Kevin. Two Research Projects Using Macro-Structural Methods (10:30) — East Room

and

Forest, Laverne B. Using Past Commitments of Community Leaders to Predict Intensity of Attitudes Toward New Community Issues (11:15) — East Room

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12:00 - 2:00 — Luncheon — Rooftop Ballroom

Short Business Meeting

ABSTRACTS OF PAPERS

(alphabetical by author)

A HISTORICAL ANALYSIS OF NON-CREDIT ADULT EDUCATION PROGRAM DEVELOPMENT AT THE UNIVERSITY OF GEORGIA 1804-1968

BONNIWELL, Hilton. Director of Continuing Education & Public Services, Georgia Southern College, Statesboro, Georgia.

This study traced non-credit adult activities at the University of Georgia from its beginning in 1801 to the present, 1968. The study has employed the records of the University to construct an interconnected progression of non-credit activities; in so doing, it has identified documents, organizational patterns, persons, policies, and influence groups which have been significant factors in the development of non-credit adult education services at the University. It is an attempt to provide documentation of the institutional development of non-credit adult education services and to compare that development with national time tables for similar happenings in the field of adult education.

The specific purpose of the study was to seek to construct the history of the development of organized non-credit adult education programs to allow a determination to be made as to whether events which compose the major developments in the history merely reflected national happenings or whether the local developments themselves influenced national happenings. To guide the study and to provide a rationale for making such a determination mentioned above; four assumptions were accepted. The data of the history itself would be employed to treat the assumptions for validity. The four assumptions were as follows: (1) the informal programs resulted from leadership at the University; (2) the programs resulted from public demand in the State; (3) the programs resulted from the University's wish to offer what other universities offered; and (4) the programs resulted because outside funds were available. The study has traced the development of adult education services from their origin as mere by-products of University events such as commencement exercises, public lectures, and cultural events to the point of sophistication where an entire division exists to accomplish the commitment of the University for providing and coordinating the services that are now basic to the fundamental objectives of the University's existence.

A Vice-President for Services now directs the over-all coordiantion of organized adult education services offered by three distinct sub-administrative categories of services: (1) agricultural extension, (2) continuing education, and (3) institutes. The study identifies the development of these units, enlightens the circumstances of their origin, and relates how they rearranged existing services into new administrative patterns for organizing the resources of the University to provide expanded and improved programs to the State's citizenry. This documentation

of these happenings suggests that administrative and program patterns are cyclical, integrative, have time and volume elements, and appear to produce self-generating agencies where adult education services have remained viable, and aid the accomplishment of assigned objectives. The tendency for separate sub-services areas to create, in the process of their development and maturity, integrating pressures for enlarged conceptions of adult education services is observed. The study found that expanded programs and conceptions of adult education have resulted in the development of agricultural extension and continuing education; however, the service institutes where consultative, technical, and other specialized services are offered have not become so numerous and voluminous as to necessitate administrative restructuring. The institutes appear, however, to be following patterns which in the past have led to such occurrences. It seems probable that the three areas of adult education--Coperative Extension Service, continuing education, and the institutes--will invite in the foreseeable future a reformation of the total service effort with a new pattern for administration emerging in each of the sub-units. Efficient administration will require economic and efficient use of funds, materials, and personnel and necessitate the development of a more adequate responding capability to public needs.

The Four Assumptions and the Study

This survey which collected materials and organized the facts into a history of non-credit services employed four assumptions as criteria for making a determination as to whether the University has influenced or reflected national developments in non-credit programming. The completed history allowed the following conclusions. (1) The most influential factor in non-credit program development, and for that matter all adult education developments at the University, has been the availability of non-state or institutional funds. (2) The next factor, in order of importance, is the public's demand for services. (3) This is followed by the leadership of individuals as an influence in initiating adult services. (4) The assumption that the University developed its programs to follow what others were doing proved to be insignificant in terms of influencing happenings at Georgia.

EVALUATION AS A NON-SACRED COW: A "PRACTICAL" AND "FEASIBLE" ADULT EDUCATION COURSE IMPROVEMENT METHOD

CHERTOW, Doris S. Editor, Publications in Cont. Education, Syracuse, N.Y.

Objectives of the inquiry:

(a) To describe a "practical and feasible" curriculum evaluation method used for a course in Community Development.

(b) To operationalize the Stake model in a course for adults.

Design, methods, techniques:

(a) The study began as an exercise in action research by the students or "on the spot research ... undertaken as a guide to action in relation to specific problems."

(b) As the work progressed the instructor, who was also the evaluator, adapted Stake's concepts of rationale, inputs, transactions, and outcome as an organizing principle.

Data sources:

(a) Daily recorder notes taken by students.

(b) Instructor's summative questionnaire mailed to students.

(c) Descriptions and judgements furnished by students in interviews and conversations.

(d) Required term papers.

(e) Theoretical material from sources such as George Mouly, "The Science of Educational Research," Robert E. Stake, "The Countenance of Educational Evaluation," Alan Knox, "Continuous Program Evaluation," (in Shaw's "Administration of Continuing Education.")

Conclusion:

(a) The most successful data-collecting instrument used for the report consisted of daily student recorder notes, designed to provide practice in "action research" and to serve the instructor as feedback to modify subsequent presentations.

(b) In designing an evaluation framework, Stake's concept of rationale, inputs, transactions, and outcome furnish a useful organizing principle.

(c) Limitations of the hastily developed questionnaire were immediately apparent from the returns. Goals should be clearly enumerated at the semester's beginning, then restated and checked one by one in a summative questionnaire whose continued reuse will result in its refinement as an instrument.

(d) To produce better quality term papers, explicit statement of teacher expectations plus some measure of ongoing supervision is desirable.

(e) Independent verification of goal achievement might be attempted by formal test procedures. More elusive ends, such as motivation provided for active participation in class discussions and community work, could not be so tested. Most evasive of measurement would be the unique class climate which stimulates dedication and desire for continued and independent learning.

Scientific and educational importance of the study:

(a) The paper illustrates for the busy instructor how simple instruments can be utilized to develop an evaluation method that is practical and feasible.

(b) The exercise illustrates how the Stake Countenance Model can be operationalized in a course for adults.

SOME DETERMINENTS OF CITIZEN ATTITUDES TOWARD COMMUNITY RESOURCE DEVELOPMENT

CLARK, Robert C. Professor, Department of Agriculture & Extension Education, University of Wisconsin, Madison, Wisconsin.

TIMOTHY, Earl Eastern Caribbean Institute of Agriculture and Forestry, Trinidad, West Indies.

The study investigated citizen attitudes in a small Wisconsin community toward Federal proposals for establishing a National Park in the area. Demographic, socio-economic and political elements affecting respondents attitudes were analyzed.

The research was prompted by the need to establish some form of equilibrium between professionally formulated plans for community resource development and the consideration of prevailing values of community residents. The problem was conceptualized in terms of citizen perceptions of change-oriented social and economic action.

Three social psychological variables, in scale form, were used to measure: (a) citizen feelings on the concept of centralized planning for remote communities; (b) their concern about social interaction with those they perceive as outsiders; and (c) the superordination of self-interest over community interest. Together with six other structural variables, these were related to attitude toward the Park, operationalized by a 10-item Likert-type scale. Information was collected by personal interviews with 82 individuals from a random sample of households in the municipality of Bayfield. The data were submitted to correlation and stepwise (multiple)regression analysis.

The three social psychological factors were found to be significantly related to attitude toward the Park ($p < .001$). Formal education was the only structural variable that showed a significant relationship ($p < .02$). Governmental orientation emerged as the best and most consistent predictor variable in both cluster and aggregate relationships of independent variables to attitude.

The study has definite implications for adult education theory and action-oriented programs related to community resource development.

1. It contributes to the knowledge of measuring citizen attitudes concerning local development issues.
2. It demonstrates the importance to be attached to the perceptions that small town residents have of social and economic action for community improvement.
3. It focuses on the essentiality of the involvement of community leaders in planning and effecting change at the local level.
4. It emphasizes the significance of the political dimensions of perception and the tendency, in the small community, to restrict social interaction to primary group relationships. These two factors are potentially capable of affecting recommendations for inter-community cooperation in planned change.
5. It suggests ways of motivating leaders to seek professional help in long-range planning for their community and vice versa.

EDUCATIONAL VARIABLES AND PARTICIPATION IN ADULT EDUCATION

DICKINSON, Gary

Research Associate, Adult Education-Research Center,
University of British Columbia
Vancouver, British Columbia

The emerging concept of education as a lifelong integrated process suggests a new dimension to participation research in that adult education is viewed as one aspect of that process instead of as a discrete phenomenon to be studied in isolation. The theoretical framework for analyzing continuous learning through the educative community developed by Essert and Spence was used in this study to examine six representative educational variables in relation to participation. The purpose was to determine whether or not the use of additional educational variables would increase the power of education to predict participation compared to considering only the years of school completed by the participant as is normally done. Data were obtained from interviews conducted with a random sample consisting of 510 married male household heads resident in the rural portions of the Fraser Valley in British Columbia. The dependent variables included total participation in adult education as well as participation in vocational and non-vocational courses while the predictor variables were the years of school completed by the respondent, wife, and father and whether or not the respondent, wife, and father had received job training after leaving school. In bivariate analysis, each predictor variable was associated with total participation and with participation in vocational courses whereas participation in non-vocational courses was not related to educational variables. Linear multiple regression analysis yielded partial correlation coefficients which indicated that only the years of school completed by the wife and respondent remained as significant variables respecting total and vocational course participation when the effects of the six predictors were controlled simultaneously. Previous research has suggested that the educational level of the respondent is the most important single factor influencing participation, but the findings of the present study suggest that the years of school completed by the wife may also be an important factor.

LIFE EXPERIENCE HAS ACADEMIC VALUE

FAGIN, Margaret — Extension Director of Programs for Women, Family, and Youth, and Associate Professor of Education, University of Missouri, St. Louis.

Between September 1967 and February 1968, three of the General Examinations of the College Level Examination Program were administered to 319 Missouri women, aged 25 to 73, in order to compare their test performance with that of regularly enrolled freshman and sophomore woman students and to discover what specific factors, if any, are significantly related to the women's ability to do well on these tests. Development of normative data for mature women was anticipated as an outcome of this study.

Approximately half the women lived in the St. Louis metropolitan area; the rest came from a nine-county rural area in northern Missouri. The sample was selected from women who had previously indicated to the University of Missouri Extension Division an interest in continuing their education. All were required to be high school graduates and at least 25 years old; there was no ceiling on either educational level or age.

Personal data provided such variables as age, educational background, work experience, and family situation. These were analyzed to determine which ones might be significantly related to the women's test performance.

One important finding is that age is not significantly related to satisfactory performance on these tests. Recency of enrollment in school or college is significant at the 5% level only for the Natural Sciences Examination. Informal educational experiences appear to have a favorable bearing on test performance. These and other findings (including a report on grades received by participants who subsequently enrolled in college) strongly suggest that mature women should not be discouraged from seeking further education or denied admission to college on the ground that age tends to lessen their ability to perform well academically. Nor should they be penalized in terms of admission policies by the refusal to allow credit for courses taken several years earlier.

The statistical findings of this study, as well as certain subjective outcomes revealed in recorded interviews with selected participants, have important implications for counselors of adults, college admission officers, and employers of mature women.

"THE 'TURNED ON' ADULT EDUCATION TEACHER AND BEYOND: ADULT EDUCATION AS A SOCIO-TECHNICAL SYSTEM"

FARMER, James A. Assist. Professor, Adult Education, Los Angeles, California.

The term "termed on" has become part of educational semantics at the classroom, state and federal levels. High priority has been placed on how to select and train the "turned on teacher." This study was undertaken to examine the usage by adult educators of the term "turned on teacher" and to relate that usage to an appropriate theoretical model. The project was undertaken in four stages.

Stage I: A group of 40 educators and personnel from business and industry observed adult education classes in Los Angeles, noting particularly whether or not in their estimation what they observed was "turned on education."

Stage II: To probe deeper into the usage of the term "turned on" in adult education, 45 adult educational administrators and 52 adult education classroom teachers in 5 western states were interviewed and asked to describe what they meant when they used the term.

Stage III: The data received as the result of Stages I and II were subjected to semantic analysis. As part of this process, underlying concepts were rank ordered and compared in relation to the usage of the term "turned on teacher," by adult education administrators, on the one hand, and adult education teachers, on the other.

The analysis in Stage 3 led to the conclusion that emphasis was being placed on the "turned on teacher" by both administrators and teachers in order to counterbalance the effect of technical gains in the field such as programmed and computerized instruction, PPBS, and new audio-visual equipment.

Stage IV: A form of socio-technical systems analysis developed by Louis E. Davis and others during the past twenty years in Britain and Norway, and as yet little known in the United States, was identified as a potentially adequate, theoretical framework to which the findings in this study could be related. The current attention in educational circles on "the turned on teacher" could lead to a potentially more significant and more basic undertaking, namely, the analysis of and the structuring of education as a socio-technical system. Preliminary efforts to do so with data obtained in this study indicate that this type of analysis can contribute to theoretical and practical gains for teaching, counseling, and administration in adult education.

USING PAST COMMITMENTS OF COMMUNITY LEADERS TO PREDICT INTENSITY OF ATTITUDES TOWARD NEW COMMUNITY ISSUES

FOREST, Laverne Assistant Professor, University Extension, Division of Program and Staff Development, The University of Wisconsin, Madison.

The study centered on the development and testing of a social system model which would predict the attitudes of rural community leaders toward newly proposed social changes. The literature showed relatively few findings regarding reliable predictors of people's attitudes in a social system. Thus a model evolved out of previous social system and attitude literature incorporating into it, an additional concept--commitment (or vested interests). The social system commitments of community leaders were then used to predict their attitudes toward the new issues.

The theoretical study was also quite practical. The study used a current on-going situation in a rural community in which 29 proposed community improvement recommendations were being discussed and debated.

Both "Formal position" and "Reputational" techniques were used to identify the community leadership. These community leaders (N=68) were personally interviewed and they provided data revealing (1) their past socio-economic and social psychological commitments, and (2) their attitudes toward six of the community improvement recommendations proposed by the Landscape Architecture Department, The University of Wisconsin. The attitude measurements were in the form of Likert summated rating scales. Item analysis was used to check internal consistencies of the scales. A major innovation of this study was computating attitude measurements resulting in "attitude intensity" scores. These intensities or strengths of the persons' feelings, not the attitude directions were used as the dependent variable in this study. It was the intensity dimension of attitudes that placed the attitude scores in a position so they could be logically predicted by the strength of previous system commitments.

As a result of the study, three hypothesis were accepted with qualifications. They were

1. Previous social system commitments of leaders in the form of socio-economic characteristics are positively related to commitments that leaders make toward new proposed social changes.
2. Social system commitments are more positively related to the attitudinal commitments toward social changes than are the social psychological commitments.

Other conclusions and implications important for Extension and Adult Education included (1) reputational leadership is a more important factor in implementing social change in small communities than is a formal leadership, (2) change agents must deal in social change with high consideration to those things most important to community leaders, and (3) the importance of extension and adult education programs which are either well balanced conceptually or will tend to reduce the current imbalances in rural community social systems leading to present social problems.

SUPPLY AND DEMAND IN PUBLIC SCHOOL ADULT EDUCATION

GRIFFITH, William S. Associate Professor, The University of Chicago, Department of Education, Chicago, Illinois.

Objectives of the Inquiry

This research was undertaken to (a) examine the relationship between supply and demand in public school adult education classes; (b) identify the consequences of different state funding policies, (c) examine the relationships between structure, function, and funding of public school adult education in four major cities, and (d) propose suggestions for public policy regarding the provision of adult education in the public schools.

Design, Methods and Techniques

A panel of nationally prominent adult educators selected fifty school districts, five in each of ten states, on the basis of a set of criteria drawn from variables assumed to be potentially of greatest influence on the supply and demand for adult education. Mailed questionnaires were used in collecting data from the districts. A second questionnaire to collect state level data was sent to each of the chief state school officers. A case study approach was used to gather information on the New York City, Chicago, Los Angeles and Detroit school systems. Interviews were conducted with the chief state school officials for adult education in the ten sample states. Questionnaires were administered to participants in selected classes in nine school districts. The quantitative data were processed using the data text program which yielded cross-tabulations and correlational statistics.

Data Sources

Annual reports at the school district, state and national levels were used to obtain gross data. Income, expense, and enrollment data were secured through interviews with local and state adult education officials. State school codes and administrative manuals were used as data sources on organization and on funding policies. Participants in selected classes in nine school districts completed questionnaires dealing with their demographic characteristics and reasons for participation in adult education.

Results and Conclusions

1. Private demand for adult education courses is elastic with respect to personal and community income.
2. Investment courses are more attractive to low income adults than are consumption courses.
3. Investment courses are more attractive to younger adults than are consumption courses.
4. The lack of standardized ways of recording and reporting public school adult education participation, income, and expenses at the school district and state levels is a major impediment to the extension of learning opportunities to adults.

5. An Office of Human Resource Development should be established in each community as part of a statewide network designed to collect and disseminate information on the need for, supply of, and opportunities for the improvement of human resources through educational programs.
6. The most important single factor determining the supply of adult education appears to be the level of professional competence of the director in the local school district.

Significance of the Inquiry

The major significance of this study lies in the fact that it is a part of a national study designed to be used to guide the development of policy in educational finance for the public school system. As such it may attract more attention to the adult education role of America's public schools than it would as an independent study.

THE UTILIZATION OF THE PARAPROFESSIONAL SCHOOL-COMMUNITY AIDE TO IMPLEMENT SOCIAL CHANGE IN DISADVANTAGED COMMUNITIES

HADDEN, Marise Tabor — Director of Intercultural Relations, Youth for Understanding; and Adjunct Professor, Center for Afro-American and African Studies, the University of Michigan

Reaching lower socio-economic groups, and particularly the poor receiving public assistance, has been a major stumgling block in education. Many new strategies are being devised which attempt to alleviate the multivaceted problems of those in society whose needs are greatest.

This study is concerned with analyzing one of these efforts; the utilization of paraprofessionals as school-community workers by the Flint (Michigan) Community Schools to assist in the amerlioration of some of the social problems of lower-socio-economic families. The major purpose of this investigation is to examine the perceptions and expectations of selected groups of role definers regarding the position of those persons designated as Community Counselors in order to: (1) formulate a theoretical framework for a set of emerging roles conceptualizing the emerging role of the indigenous school-community worker in urban disadvantaged areas for the school-community worker; (2) make recommendations for future utilization of such personnel; and (3) indicate the educational implications of such auxiliary personnel for Flint and other urban school systems with similar problems.

Through the use of questionnaires, interviews, and documents, data were obtained and analyzed from: (1) administrators of the K-12 program, the Mott Program of the Flint Board of Education, and the Mott Foundation; (2) staff members of each participating elementary school; (3) parents of children in these schools; and (4) other persons involved with the Community Counselor Program. A pre-tested General Questionnaire regarding 67 selected aspects of the role of the Community Counselor was administered to selected groups. Situational aspects of categorized roles were identified and compiled. Role perceptions and expectation which Community Counselors held concerning behavior they thought appropriate were compared with those held by selected groups to determine the level of agreement between the among role definers regarding actual role behavior, ideal role behavior and the value of the Community Counselor's activities.

The findings reveal that there are 24 items which give affirmative evidence that conflicting perceptions and/or expectations exist both between and among role definers regarding the roles of the Community Counselor. There is a high degree of acceptance, understanding and support of the Community Counselor's effectiveness by parents. There is considerable disparity between and among all groups regarding expectations for the Community Counselor's actual roles and ideal roles which indicates a considerable amount of role ambiguity. The findings suggest that the supervision, orientation and in-service training of Community Counselors need to be improved.

The data further indicate the Community Counselor's role should be professionalized in terms of specific duties and responsibilities in the schools and communities and in terms of specific criteria by which to measure the relative effectiveness of a Community Counselor. The establishment of a specific training program for Community Counselors and related others should receive top priority. Research related to the effectiveness and to the impact of Community Counselors should be continued in order to provide realistic assessments of the efforts of Community Counselors and to provide guidelines for revision of the role. Better lines of communication should be developed and maintained between Community Counselors and related others. The name should be changed to School-Community Aide to stem the confusion resulting from the present title.

ADMINISTRATIVE PERCEPTIONS OF THE COMMUNITY SERVICES DIMENSION OF THE SMALL, NONURBAN COMMUNITY COLLEGES OF MICHIGAN

HAMRICK, Wallace West Shore Community College,
Ludington, Michigan

This descriptive study was concerned with analyzing the perceptions of administrators in the small, nonurban community colleges of Michigan with respect to: (1) a definition of community services; (2) needed community services activities in their communities; (3) the importance of functions within the community services division; and (4) the unique characteristics of small, nonurban community colleges and their settings.

Colleges which enrolled fewer than 1,200 students and were located in counties of fewer than 50,000 population were selected, and administrators were interviewed during one- or two-day visits to each of the community colleges. All interviews were taped for further analysis.

Major findings of the study include:

1. Community services in the nonurban community college setting refers to that dimension of the institution which serves as a catalytic force in developing coordinative college-community relations in response to community needs.

2. The nature and scope of community services are dictated by the environment in which the community college is located.

3. Administrators perceive community services functions in the following order of importance: (1) educational expansion, (2) public information, (3) college-community relations, (4) counseling, (5) community analysis, (6) cultural development, (7) facility utilization, (8) educational extension, (9) public forum, (10) social outreach, (11) program evaluation, and (12) leisure/recreation.

4. Community needs and resources; faculty, students, and administrative staff; financial support; facilities services; are all seen as representing unique characteristics of the nonurban community college and its community.

AN INQUIRY INTO ADMINISTRATIVE LEADERSHIP IN THE COOPERATIVE EXTENSION SERVICE

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The phenomenon of central interest in this investigation refers to the efforts of an administrator to provide leadership for enhancing and coordinating the perfromance of subordinates. This behavior, designates as Administrative Professional Leadership (APL), is subsumed under the broader problem of administrative leadership in formal organizations.

The broad objective was to examine some potential effects and determinants of variations in APL behavior in country Extension chairmen in the Cooperative Extension Service, a professionally-staffed organization. More specifically, the purpose was twofold: first, to determine if the extent to which county Extension chairmen attempt to provide APL for their staff will have significant consequences upon the organization; and second, to examine some conditions and forces which may contribute to variation in APL behavior.

The population for this investigation was all county Extension chairmen in the North Carolina Agricultural Extension Service. Since the general focus of the study was on APL behavior of chairmen, Extension agents as subordinates were used as behavioral observers. The research design called for collecting data from chairmen and agents working in their respective counties. The population sample consisted of all county units meeting two pre-established criteria, which centered around minimum tenure and minimum size of staff. There were 79 out of 100 county units which met the criteria.

Data were obtained through the use of two self-administering instruments. The approach involved a visit to each county where instruments were "group administered" to the total staff. All variables in the study were defined operationally through a series of qualitative items which served as indices in deriving quantitative measurements. Guttman's scalogram analysis, a cumulative scaling technique, was the method used in arrivint at quantitative measurements.

To ascertain the consequences of the county Extension chairman's APL behavior on the organization, relationships were examined between APL behavior and two organizational characteristics, job satisfaction of staff members and staff performance. Results of analyses show positive relationship between the two organizational characteristics and APL behavior.

In examining potential determinants of APL behavior, factors were selected from two sources; leader-group relationships and personal attributes of the leader. Factors selected from the leader-group relationship source were involvement of staff in decision making and interpersonal relations between the chairman and the staff. Those examined from the personal attribute source included self-evaluation of the chairman's APL behavior and the chairman's ability to resolve

conflict. Data analyses indicated postive associations between all four factors and the chairman's level of APL behavior.

Implications of this study are twofold: first, it offers empirical support for the creation of the county Extension chairman's position within State Extension organizations. Second, the study findings point to elements that may deserve incorporation in supervisory activities and training programs for county Extension chairmen in the Cooperative Extension Service.

FACTORS AFFECTING TEACHER INNOVATIVENESS AND THE DIFFUSION OF INFORMAL READING INVENTORIES IN ABE

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GENDRON, Ernest — Assistant Professor, Department of Sociology, George Peabody College, Nashville, Tennessee.

Teachers, like other professionals, have found it difficult to keep abreast of the social and technological changes taking place in educational systems and to make the necessary adaptations in instructional and administrative procedures. Informal reading inventories, as a diagnostic device, have been in existence for a number of years but have not become incorporated into the routine instructional procedures of many teachers of undereducated adults. The purpose of this study was (a) to determine the extent to which informal reading inventories have been diffused and adopted by ABE teachers in a southern State, and (b) to ascertain those factors that have been most influential to a teacher's adoption of these inventories.

Of the 42 county school systems with ABE programs in the State being studied, ten were selected from which to obtain specific teacher information. Data were obtained by group interview from teachers attending regularly scheduled adult education teacher meetings. Data were recorded on a multiple choice type questionnaire provided by the researchers. A total of 202 teachers, or 68 percent of all ABE teachers employed in these counties were interviewed.

A factor analysis correlation procedure was used to derive an adoption scale from the items included in the questionnaire. Based on this scale, all respondents were located on a continuum ranging from "completely unaware" to "adoption" of the inventories. Using the same procedure, an individual innovativeness scale was developed. Respondents were located on a continuum ranging from "highly innovative" to "laggard".

Diffusion of the informal reading inventories was determined by assessing the proportion of respondents in each county who had adopted the inventories as a regular classroom device. A chi-square technique was used for assessing variables associated with individual teacher adoption of the inventories and with overall teacher innovativeness.

A wide variation was found to exist in the extent to which the informal reading inventories had become diffused between the several counties studied. Approximately 1/3 of all teachers had either adopted the inventories or were using them in a limited way. Adoption was not uniformly distributed throughout the educational systems in the State.

Upon analysis of the data, it was found that the extent to which a teacher had progressed from total unawareness to adoption of the inventories was not affected by many of the variables frequently included in adult education research, such as age, income and prior educational experiences. Adoption was significantly associated with a number of specific program considerations such as teacher perception of supervision and colleague innovativeness, and with availability of the inventories. Teachers who scored higher on the innovativeness scale were found to be more cosmopolitan,

that is, in more frequent and more intensive contact with their professional colleagues outside of their local situation, than were those teachers who scored lower.

These data suggest that adoption of educational innovations within school systems is not entirely a matter of individual teacher choice, but a result of various forces, real or imagined, in the educational system.

IDENTIFICATION OF EDUCATIONAL NEEDS OF OLDER ADULTS IN THREE CONGREGATE FACILITIES A DIAGNOSTIC STUDY

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The problem

The problem for this study is the identification of educational needs of older adults in three congregate facilities. The investigation is aimed specifically toward discovering answers to the following questions: (1) What are the educational needs of older adults in the three congregate facilities studied? (2) What educational needs of older adults are the same in each of the three congregate homes? (3) What educational needs of older adults are not the same in each of the three congregate homes?

Procedure for the study

The study utilized a diagnostic procedure--a systematic identification of educational needs of older adults on the basis of their educational problems determined from identified symptoms of these problems. The investigator was the chief diagnostician assisted by residents and administrators of three congregate homes located in south central Indiana. Criteria of adequacy were established as standards to measure the data desired from the major sources--residents and administrators. Questionnaires were prepared and used to collect data from 166 residential or ambulatory residents, although al residential or ambulatory residents were offered questionnaires. Survey forms were used to elicit data from chief administrators. Collected data were put into tabular form and described, and percentages for each home were established as a basis for identifying symptoms of educational problems. Relevant findings were examined, analyzed, and interpreted in the light of criteria of adequacy. In the process, symptoms of educational problems were identified. The identified symptoms were placed into patterns from which educational problems were determined. Educational needs of residents were identified from the educational problems. The identified educational needs were compared to determine which educational needs were the same and which ones were not the same in each of the three congregate homes.

Major findings

1. Older adults in the three congregate homes do have a large list of educational needs identified by educational diagnosis.
2. The educational needs of older adults in the three homes are in the areas of interest-and need-centered programs, participation training, trained and shared leadership, program planning and development, organized evaluation, equipment and facilities, and administration.
3. The majority of educational needs identified are the same in all three congregate homes.
4. Two educational needs identified are the same in two of the three homes.
5. Two educational needs identified are peculiar to one of the three homes.

Conclusions

Based on the findings of this diagnostic study, the following conclusions are reached:

1. While homes for the aged care for physical and a number of medical needs of older adults, the homes in this study are not providing for many of the educational needs of their residents.
2. The kinds of educational needs that exist tend to be the same in the three homes.
3. In the areas investigated, there appears to be one predominant educational need which supersedes other needs identified--the need for residents to understand more fully the importance of educational programs which will help them in experiencing meaningful, purposeful, and satisfying lives as older adults in congregate homes.
4. While there are no recent published studies which convey the use of educational diagnosis in identifying educational needs of older adults in three congregate homes.
5. The identified educational needs of aged residents in this study have implications for adult educational programs in the three homes.

CORRELATES OF EDUCATIVE ACTIVITY BY NON-COLLEGE BOUND YOUNG ADULTS

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Objective - To identify and analyze personal and situational characteristics of young adults who complete high school but who do not go on full time to college, that are most highly associated with extent of information seeking and educative activity.

Design - Samples of young adults from differing community settings in various parts of the United States were interviewed in depth. The extensive data were analyzed in many ways including intercorrelations and factor analysis, for the total sample and for sub-populations.

Results - The study identified the variables that were most highly associated with extent of educative activity and described the network of significant relationships that connected the educative activity criterion variables with the personal and situational prediction variables.

Importance - The findings suggest a rationale for the ways in which educative activity functions in the lives of non-college bound young adults, and yield implications for ways in which larger proportions of non-college bound young adults can be attracted to and retained in adult education programs.

EXPLICIT CRITERIA FOR USING HYPOTHESES TESTING AS A DECISION MAKING TOOL

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Classical hypotheses testers set alpha at some small, but arbitrary value and choose a region of rejection which has a known probability of rejection when the null hypothesis is true. In the usual research situation the null hypothesis is false. The "decision of interest" then focuses on the magnitude of difference present between or among the groups of interest.

This paper discusses and explains recently formulated explicit criteria for selecting sample size and alpha level when using statistical significance as a decision making tool. This technique is a modification of current practice which allows the researcher to explicit focus on the decision of interest.

This procedure requires the researcher to specify: the magnitude of effect considered important; the power desired to detect these important differences; the magnitude of effect considered trivial, and the power desired to detect these trivial differences. These four parameters are sufficient to specify a unique power curve which simultaneously dictates the proper sample size and alpha level needed to make the decision of interest. This technique results in a meaningful relationship between the degree to which a null hypothesis is false and the probability of observing statistical significance.

Specific examples and applications are used to illustrate comparisons among means of a fixed set of independent populations.

Modifications of the procedure allow researchers to supply their criteria to studies from other sources for re-analysis.

This technique serves as an important development in research techniques which allows researchers to test various hypotheses in order to make decisions in the face of uncertainty using a modification of classical methodology.

ABE IN URBAN PUBLIC EDUCATION: TOWARD A THEORY OF PRACTICE

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This project was funded as a two-year effort. The first year featured a comparative study, using field research methods, of six urban ABE programs. The objective was to develop a comprehensive, dependable normative description of urban program dynamics, and through analysis of commonalities, formulate generalizations useful to decision makers in policy and program development, evaluation, staff training and in setting research and demonstration priorities. This analytical frame of reference, based upon comparative data pertaining to program structure and functional dynamics, classroom interaction and student and teacher perspectives, constitutes the beginnings of a "theory of practice" of urban ABE in the public schools.

The study was undertaken through a collaborative effort by teams working out of the University of California, University of Michigan, Northeastern University and Teachers College, Columbia University to study ABE programs in San Francisco, San Jose, Detroit, Boston, Washington, D.C. and New York. A team from Columbia conducted 105 one-hour structured interviews with program administrators and staff in the six cities. Participant observers operating from the various campuses were attached to a stratified sample of 59 classes in five cities over a nine month period. From their 237 field reports and interview data, commonalities and difference in program practice, social interaction and perspectives of key actors were analyzed.

Findings were tested against the experience of six leading urban ABE directors in a group consultation. A survey of 124 urban directors was initiated to further establish universality of findings and provide a needed set of norms on national urban program practice.

Results and Conclusions

The report is organized in seven sections, the first on project development and methodology. The second is an organizational model, a composite analytical description of structure and functional dynamics of the six programs: setting, goals, staff, recruitment, sites and facilities, finance, materials, program development and counseling service. Classroom interaction is described and analyzed in the third section with specific attention given attendance maintenance, rules and conventions, instruction, an ideology and tactics of minimizing failure and teacher control. Sections four and five describe students and teachers, respectively: their characteristics, motivations and perspectives - the way they see themselves in the program, each other, the program as such and, in the case of the teachers, their administrators and supervisors.

The role and problems of the counselor and his relationships with teachers and students is dealt with in section six. Section seven is devoted to 23 implications for changes in policy, administration, program and staff development.

Second year of the project will involve study in 24 cities of selected program innovations from the vantage point of the first year findings, using comparative field methods to identify factors impeding and inhibiting adoption and development to formulate practical guidelines for planners and administrators. Four regional dissemination workshops will be conducted involving ABE directors and professors of Adult Education.

This study represents a methodological departure from past research effort in education and the largest scale use of field methods in a comparative study undertaken to date. It demonstrates a new approach for adapting "grounded theory" to qualitative program analysis with broad implications for education and other fields.

COMMUNITY INFLUENTIALS AND ADULT EDUCATION: DIRECTIONS FOR RESEARCH

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Adult educators have long paid homage to the notion that their programs will benefit if community influentials are involved in the planning, promotion and implementation. Yet surprisingly little research has explored the role of influentials in community adult education programs. This paper discusses some of the major conceptual and methodological concerns in doing community leadership research within an adult education context. To illustrate these concerns a recent study of leaders in three communities will be discussed. The study investigated influentials' orientations toward adult education, and explored the relationships between orientations and selected leadership variables.

The paper discusses two major concerns:

1. What can the power structure literature contribute to the adult education researcher? Adult educators have used the leadership identification techniques developed by sociology and political science. We have, however, been slower to use the growing body of theory and recent methodology. The paper advocates the use of one of a variety of conceptual frameworks, and discusses some of the measurement problems. The emphasis is on variables reflecting an individual's status as a leader.
2. What research strategies can the adult education researcher use in linking the adult education enterprise to community leadership? Included in the discussion are examples of conceptualizing and operationalizing variables related to influence in adult education programs. Research strategies to answer questions related to the "who," the "how," and the "why" of influential involvement in adult education will be suggested.

The study used as a basis for discussion involved identifying and interviewing reputational leaders in three small communities. Orientation toward adult education was conceptualized multi-dimensionally. Measurements were related to three dimensions: awareness of adult education, participation, and leadership in adult education. Leadership characteristics studied were: legitimacy, scope of influence, level of influence, base of influence, cosmopolitan-local orientation, and visibility.

THE RELATIONSHIP OF SELECTED FACTORS TO ATTITUDES OF INDIVIDUALS IN A NATURAL RESOURCE-ORIENTED ENVIRONMENT REGARDING THE COMMUNITY AS A PLACE FOR PERSONAL GROWTH AND DEVELOPMENT

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The purposes of the inquiry were to explore the influences of demographic factors on the attitude of individuals living in a non-metropolitan environment toward their community; to locate factors of attitude; to determine which areas of concern invoke the strongest feelings; and to generate hypotheses regarding the nature of natural-resource oriented communities and individual-community relationships.

The study involved use of Q-technique, arranging data to approximate a normal curve. One hundred and forty four respondents, representing the community at large; high school faculty, junior college faculty, ministers, extension, and high school seniors, sorted 60 items according to degree of agreement with each item in comparison with other items. An interview schedule served as collection vehicle for the demographic data.

Data were subjected to Factor Analysis and Analysis of Variance. Strength of feeling scores were calculated for six areas of concern.

The data source was a rural-area Missouri community loosely defined within a 10 mile radius with the hub being a town of 6,692 population.

Analysis revealed two principal factors -- a high-satisfaction factor and an alienation factor. A third factor highly correlated with the high satisfaction factor illustrated a high satisfaction with the community but a greater degree of awareness of community problems. The third factor was heavily loaded with higher educated, higher participating respondents.

Analysis of variance showed significant differences within levels of demographic variables in response to certain facets of the community.

Areas pertaining to personal growth and linkage outside the community evoked the strongest feeling. Areas concerning young people and adult education evoked the weakest feeling.

The factors of attitude serve to define the attitudes of the community for the adult educationist, and help him in seeking sources of local leadership for adult education programs.

The differences of attitude between levels indicate a need for specificity of educational programs. Attitudes toward mass media indicate a method of working with the community through mass media to create empathy. Strength of feeling scores suggest areas of greatest concern. The study generates a number of hypotheses for further research.

EFFECTIVENESS OF SENSITIVITY TRAINING GROUPS

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This investigation compared the effectiveness, as measured by individualized behavioral change criteria, of each of three sensitivity training conditions--spaced, massed, and combined--when compared with each other and with a comparable control group of adults that had not received sensitivity training.

Based upon personality test scores obtained prior to sensitivity training, four or five problem dimensions were determined which represented behavioral areas in which each individual subject could change in order to move toward greater psychological health. An individualized criterion instrument was constructed to measure the amount of change on these dimensions. At the end of the group sessions and again approximately three months later, a subject's behavior change was rated on the individualized criterion instrument by the subject himself and independent raters closely associated with the subject.

It was found that subjects in each of the three experimental conditions showed more positive behavior change ($p < .01$) immediately after training than did subjects in the control group. Follow-up data demonstrated that the subjects in the spaced and combined conditions continued to show significantly more behavior change than control group subjects. There were not significant differences in change between the experimental conditions. However, trends of the data indicated the following ordering of the conditions in terms of increasing amount of change: (1) spaced, massed, combined (at the termination of sensitivity training), and (2) massed, spaced, combined (in the follow-up study).

The results of this investigation indicate that sensitivity training is effective in producing positive behavior changes, and that the changes are sustained over a three month period if the subjects participate in a spaced or combined group. This suggests that adult education which is concerned with producing behavior changes will probably be more effective if a spaced or distributed learning paradigm is used rather than a massed learning model. Also, the individualized criterion instrument appears to be a sensitive measure of behavior change which may be a useful evaluative tool in suitable adult education applications.

A RESEARCH STRATEGY FOR STUDYING ORGANIZATIONAL CHANGE THROUGH MANAGEMENT TRAINING

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FURCON, John — Industrial Relations Center, The University of Chicago.

CHVATAL, Francis — Industrial Relations Center, The University of Chicago.

The work discussed here is currently ongoing in three separate organizations. This paper is intended to share the methodological approach used to study the effects of directed educational experiences on managers' behavior within organizations. This research was initially stimulated by a desire for program evaluation, but has become an in-depth study of the dynamics of organizational change as well as program effectiveness.

Extended residential training experiences, work with individuals and groups on-the-job, and varied data utilization techniques are some of the activities included in the three-year program of organization development. The training for all management and supervision includes leadership, coaching, small group behavior, group problem solving, and objective setting. Emphasis of the training is not only on new knowledge inputs, but on attitude and skill development as well.

The research design is intended to yield information on the dynamics of the ongoing social-psychological system of the organization and to show the degree and components of management training effectiveness. The goal of the research is the elaboration of the empirical relationships among various properties of the behavioral system which maintains the organization and the mechanisms of change in such a system.

Multivariate social and psychological data is collected from specified segments of the organization every six months during the three year program. A stratified random sampling procedure is used for selection of respondents. The final data analysis will focus on the dynamic structure of the data, utilizing simultaneous equation models for time-series data.

"TITLE I OF THE HIGHER EDUCATION OF 1965: ITS PROMISE AND PERFORMANCE"

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Title I of the Higher Education Act of 1965 was a modified state grant Federal program designed to bring colleges and universities into community problem solving. Four years after enactment, the national Title I program lacked the strong support of the administration and the Congress and had not been funded beyond the $10 million level, in spite of a nationwide structure of state agencies and advisory councils, several thousand projects undertaken, and over 700 institutions of higher education participating. The purpose of the present study, therefore, was to gain greater understanding of the Title I phenomenon in order to provide policy-makers with rational alternatives for future action.

The research design encompassed two distinct approaches. The historical phase included documentary search of primary congressional documents from 1940 to 1965 to examine the origins of the act, and the field study phase included sixty-four depth interviews with Office of Education officials and with Title I personnel in three states (state agency officials, state advisory council members, institutional representatives, and local project directors) to assess their perceptions of the program four years after enactment. The use of documentary search and interviewing techniques in tandem, and the synthesis of the results from each phase constituted an effective research design for collection and analysis of data on this complex federal effort.

It was concluded from the results of the historical phase that seven diverse viewpoints towards federal aid for higher adult education were present during the period from 1940 to 1965; that the concept of such aid received increasing support and was gradually broadened to include the involvement of all institutions of higher education in community problem solving; and that Title I was a compromise act which reconciled several conflicting viewpoints. The field study results showed that eight distinct viewpoints were held by those responsible for Title I's operation and administration: that Title I did not have high visibility in Congress or the administration and did not have an impact on either the communities served or the institutions involved; that agreement was lacking on the program's fundamental objectives; and that the program had insufficient funds to carry out its multiple functions.

A synthesizing of these results disclosed that the viewpoints present in the historical and field study phases were essentially parallel; that since the basic conflicts present at the time of enactment were not subsequently resolved in the execution of Title I, the legislation's potential for flexibility became a major drawback given inadequate

funding and a lack of strong field direction; that it may have been more effective to solve community problems with institutions of higher education that had existing capabilities rather than to include all institutions as Title I did, and that Title I would not survive unless some clarification and definitive thrust were given to the program.

Given these conclusions, it was recommended that both federal and state officials, adult educators, and others interested in Title I unite around a common comprehensive viewpoint; that a few highly focused pilot projects in selected target areas be conducted to uncover successful prototypic institutional forms; and that new ways be found to encourage the involvement of consortia of institutions, small colleges, and faculty and students. In summary, a new unity of approach is needed under Title I to avoid congressional compromising and subsequent diffusion of program efforts, and to create a foundation for permanent federal support of higher education-based community service and continuing education.

PARTICIPATION IN ADULT EDUCATION, 1969
SURVEY METHODOLOGY

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To learn the extent of participation in adult education nationwide, the U.S. Office of Education and the Bureau of the Census conducted a survey in May 1969. The same sample utilized in the monthly Current Population Survey to ascertain the rate of employment and unemployment in the United States was used for the adult education survey. This is a stratified sample of 50,000 households, or approximately 105,000 persons, scientifically selected to reflect characteristics of the national population.

These people responded to a two-part questionnaire. The first part had three questions which identified participants beyond compulsory school age, not in full-time study, and according to seven possible sources of instruction. The second part had twelve questions dealing with subject taken, why, where, how much time was spent on it, whether or not credit was received, and who paid for it.

Characteristics about the people who participated and did not participate in adult education are given by age, race, sex, employment, occupation, income, highest grade of school completed, marital status, veteran status, and residential location by geographic region and metropolitan or rural area.

The 1969 study shows, among other things, that there were more adults in adult education than in full-time school (10.1 percent and 8.1 percent respectively). An initial report is in preparation and a subsequent fuller publication is planned for 1971. This is the first time since 1957 such a survey has been conducted. In order to detect trends the survey will be repeated in May 1972 and every few years thereafter. The data should provide guidelines for adult educators, administrators, Federal and State legislators, and the general public.

NEEDS AND INTERESTS OF IOWA STATE UNIVERSITY ALUMNI IN CONTINUING EDUCATION

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College and university graduates find their education is becoming obsolete at graduation unless they pursue an active program of continuing education. Alumni continuing education, an important facet of the larger and more encompassing concept of continuing education, has become a vital and significant concern of alumni administrators and college college educators.

This research project was developed to study factors related to the development and implementation of alumni continuing education programs. Although specifically for Iowa State University, the findings do have implications for other colleges and universities. The specific objectives of the study were to determine:

1. the alumni's perception of their obligation, need and committment to participate in continuing education;
2. the present level of participation of alumni in continuing education programs;
3. factors or variables associated with the expressed needs and interests of alumni in continuing education programs;
4. who alumni perceived should assume responsibility for alumni continuing education programs;
5. content, type and location of education programs in which alumni prefer to participate.

A random sample of alumni living in Iowa who graduated in 1926-65 inclusively was drawn. The sample was stratified on both the year and the college in which they earned their first degree. A total of 934 alumni were in the study.

A mail questionnaire supplemented the data available in the Iowa State University Alumni Records System. Single classification analysis of variance and Pearson Product Moment correlation statistical techniques were used to analyze the data.

There was variation in commitment, but alumni, particularly the more recent graduates, indicated they needed to continue their education in both occupational and nonoccupational areas. They expected Iowa State University to make programs available. The expectation that the Office of Alumni Affairs should be involved was less decisive.

Considerable variation existed between the alumni from the various colleges when comparing commitment and need to continue their education, current level of participation, and participation in alumni continuing education. The more recent alumni placed a higher value on continuing education. Alumni in the older eras were less likely to participate in alumni continuing education programs.

Alumni reunions and alumni club social functions did not serve a need for most alumni. Educational programs were an acceptable substitute or addition to alumni functions.

A PROFILE OF THE ADULT BASIC EDUCATION STUDENT IN THE UNITED STATES OFFICE OF EDUCATION REGION VII

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Efforts to counsel with students in the Adult Basic Education Program have been hampered in the past by an absence of information on the personality, background, and life style of the typical ABE student. A questionnaire, the Biographical Data Form, was administered to 854 students in the five states of U.S.O.E. Region VII.* It investigated self-concept, formal education, health, religion, childhood home conditions, present situation and home conditions, attitude toward education of own children, knowledge of and attitude toward the Adult Basic Education Program, occupation, and language spoken at home. The resulting data wre analyzed to determine which variables were constant across the region and which varied by the state. As a result of this analysis, the outstanding characteristics of typical ABE students are described and recommendations are made for training of counselors to work with these clients.

* Composed of Arkansas, Louisiana, New Mexico, Oklahoma and Texas, This area is now designated as Region VI.

DIALECT SURVEY OF THE APPALACHIAN REGION

QAZILBASH, Husain. Curriculum Specialist, Assist, Professor of Education, Appalachian ABE Demonstration Center, Morehead State University, Morehead, Kentucky.

This research aims to demonstrate that the differences in grammar and vocabulary prevent effective teacher-student communication and the development of reading skills with special references to the Appalachian Adults. The specific objectives of the study are:

1. To determine if an Appalachian dialect exists.
2. To enable the speakers of other dialects to understand and recognize the dialects of the Appalachian Region.
3. To enable the teachers of the students of Appalachia to communicate more effectively.
4. To provide the educators with information to develop more meaningful educational experiences for the Appalachian people.

The subjects for this study were divided into three categories; (1) Rustic Speakers: older and illiterate, (2) Modern Speakers: younger with high shcool or equivalent education, and (3) Cultural Speakers: college degrees or equivalent with no age limits.

Three interviews of each category and a total of nine interviews from each of the thirteen states were obtained. The approximate length of each interview is one hour. Tapes were transcribed and each word with codes developed by the researcher were then punched on IBM cards. There were approximately 500,000 words, thus making 500,000 IBM cards. The cards were then loaded on computer magnetic tapes. The data were analyzed, and the results will be available by February, 1971.

The analysis of the data will provide the following tables:

1. Alphabetized word-frequency list.
2. Functional vocabulary list of each Appalachian Adult Basic Education participant of three categories and also an average vocabulary list of the three kinds of speakers.
3. Alphabetized list of colloquial terms and their explanation.
4. Alphabetized list of words misused and their correct forms.

A STUDY OF THE EFFECT OF TELEVISION COMBINED WITH DISCUSSION GROUPS AND STUDY MATERIALS ON THE CHANGING OF ATTITUDES ON SOCIAL ISSUES

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Objectives of the Study:

To determine whether a carefully developed educational television series combined with organized viewing post discussion groups and specially prepared study materials would have any effect on social attitudes and opinions of participants.

Design, Methods and Techniques:

A research hypothesis was formulated of no difference between pre-test and post-test scores on opinionnaire items related to the content of the television series and study materials. A t-test for correlated data was obtained. Certain miscellaneous items were also included on the opinionnaire and compared with items selected for relevance to content.

To determine representativeness of experimental group, comparisons were made with "non-completers" on pre-test responses (f-rations were obtained), and demographic characteristics: political views, political affiliation, religion, education, age, family income, sex (Chi-squares were obtained).

Data Sources:

From a population of 4,000 participants in 220 viewing posts, a sample was randomly drawn of 22 posts, one from each of 22 randomly selected zipcode areas. All participants in the 22 posts were administered a pre-test opinionnaire before seeing the first program and after seeing and discussing the last program.

Data were obtained from 360 participants. Two-hundred and eighty one completed the pre-test and 183 the post-test. Matched responses were obtained for 104 individuals. These constituted the experimental group. Incomplete data (pre-or post-test only) were obtained from 256. A random selection of 104 "non-completers" (out of 177) who completed pre-test only was compared to the experimental group of 104 from whom complete data were available.

Results and Conclusions:

There was a statistically significant difference (.01 level) between pre- and post-test responses for the experimental group on opinionnaire items related to the content of the programs. There was no significant difference between pre-test and post-test responses in the experimental group on miscellaneous opinion statements.

There was no statistically significant difference between the experimental group and the "non-completers" group when pre-test responses were compared, and no significant difference between groups on demographic facts except for education (.01 level) and age (.05 level).

Scientific and Educational Importance of the Study:

The study suggests that television can be effective in changing opinions and attitudes on social issues when combined with discussion groups and study materials.

THE RELATIONSHIP BETWEEN ANOMIA AND PARTICIPATION IN ADULT BASIC EDUCATION

ROSE, Harold. Research Administrator, Appalachian Adult Basic Education Demonstration Center, Morehead, Kentucky.

The purpose of this study is to examine the influence of Adult Basic Education classes on anomic individuals. Two questions are central to the present investigation: (1) Does participation in Adult Basic Education classes have an effect upon the anomic feelings of the participants; and (2) What are the interaction effects between the demographic characteristics, anomia, and participation in Adult Basic Education classes.

The Srole Anomia Scale was administered to 37 individuals before and after participating in adult basic education classes for 6 months. In order to compensate for the low reading level of the subjects, information was collected with the aid of an overhead projector and taped instructions by an individual whose dialect was similar to the subject's.

A variety of non-parametric statistical techniques were used in data analyses. Data for the major working hypothesis--participation in adult basic education will produce a reduction in anomia scores--were tested using the Wilcoxan Matched-Pairs and found to be significant.

Many of the disadvantaged adults participating in adult basic education are anomic. This condition is depicted by anxiety, disorientation, and isolation.

It is possible that the opportunity for socialization provided by the adult basic education program may enable the individual to develop normative standards of conduct and belief which will be as important as educational benefits of the program in assuming the role of a productive citizen.

AN INVESTIGATION OF THE RELATIVE EFFECTIVENESS OF TWO METHODS OF INSTRUCTION, INCLUDING COMPUTER-ASSISTED INSTRUCTION, AS TECHNIQUES FOR CHANGING THE PARENTAL ATTITUDES OF NEGRO ADULTS

SCANLAND, Worth

Project Director, Department of Health & Rehabilitative Service, Tallahassee, Florida.

An investigation was designed to probe the possibilities of applying computer-assisted instruction to the task of changing attitudes of Negro parents toward the value of education for their children, the expectation being that more positive attitudes will aid in solving the social problem of low educational achievement of Negroes in the South. A program of instruction was written, and, after translation into Coursewriter II computer language, entered in an IBM 1440 computer. A remote terminal located in a rural school was used by the subjects, all Negro parents of school children. Concurrently the same material was given to a similar group by lecture/discussion method, and there was a third group which received no instruction. All subjects were administered pre-and post-tests designed to measure attitudes toward education and related matters, as well as an achievement test following the instruction phase.

The tests indicated that the subjects' attitudes were changed significantly and positively by the CAI, and were not changed significantly by the lecture/discussion instruction. The conclusion was drawn that Computer-Assisted Instruction is a technique with high potential for application to adult education. Continued investigation in this area is indicated.

ABSTRACT OF TWO RESEARCH PROJECTS USING MACRO-STRUCTURAL METHODS

SCHWENK, Richard — Graduate Student, Extension Education, Cornell University, Ithaca, New York

Le MORVAN, Kevin D. — Graduate Student, Extension Education, Cornell University, Ithaca, New York

Objectives:

The two studies are an attempt to analyse structural dimensions of small and intermediate social systems, and to evaluate their effect on the adoptive behaviour of their members. They are oriented to the analysis of developmental problems, in one case, the adoption of agricultural innovation in long-houses in Sarawak, and in the other, the development of cooperative associations in small towns in the Andes of Venezuela.

Both studies have a sociological focus and are based on the underlying hypothesis that behaviour in a given social system can only be understood by a knowledge of the structural elements of that system. This follows from Durkheim's dictum that "social facts need social explanations". The theoretical framework of this study is derived from the structural symbolic approach to community change and cross-cultural comparative measurement as developed by Professor F. W. Young of Cornell. This theory is a communication theory of society, which treats social systems as information processing units. The principle variables used in these two studies are: Differentiation, or the capacity of the system to process diverse types of information; Solidarity, or the degree to which the symbols of the subsystem are organised to present a focussed definition of the situation; Centrality or the degree to which the symbols of the sub-system are incorporated into the symbolic structure of the larger enclosing system; and the Fluidity the degree to which there is a flow of communication between the different subunits of the system.

Three of these variables have been field tested in a wide range of diverse cultural and social settings; and up to the present more than 30 studies have been done using them. Most of the studies up to now have had the purpose of testing the validity of the concepts, indicators and measurement techniques, and of articulating the theoretical relationships between the variables.

Data and data collection

This approach makes use of macro-structural measures of "publically discriminated: data, which is considered to be within the cognitive field of any competent adult member of the community. Such data would

include the presence or absence of institutions, services, roles and artefacts in the system under analysis. As far as possible the data is objective, representing structural attributes, rather than the more usual aggregations from individual characteristics, thus measuring the structural dimensions of the system itself.

The study in Sarawak was carried out by questionnaires mailed to coordinators in the area (school teachers, Peace Corps Volunteers, an anthropologist). These in turn made use of interviewers who interviewed key-informants in each of 200 longhouses.

The study in Venezuela was carried out directly by the researcher who interviewed key informants in 20 cooperative associations, and 20 communities.

Considerable use has also been made of supplementary data from census sources, previous studies, ethnographic reports, etc. both for analysis purposes as well as for the validation of the other measures.

The analysis stage consists of the correlational and other statistical comparisons of the structural variables, against the measurements of innovation adoption in the Sarawak study, and against measurements of cooperative development in the Venezuelan study. The data has been organised principally into Guttman scales, permitting ranking of units on each of the dimensions, but in other instances composite indices are used.

At the present time the results are in process of analysis, and it is therefore too early to draw any conclusions. However by the beginning of February these should be known.

The Importance

The importance of the studies would seem to lie principally in the fields of extension education, agricultural development and community development. They should be particularly useful in developing areas, where most attempts to transplant programs, successful in other parts, have failed through lack of a precise knowledge of the structural and cultural differences. The objective of the study is not merely to apply and test a theoretical framework in a field situation, but also to test the applicability of this framework as an additional tool in the planning and evaluation of educational and program strategies in ongoing extension programs. An important need in the field are analytical tools, which not only provide important and accurate information about the structures within which the program is to operate, but which are also relatively simple and economic to operate.

ANALYSIS OF THE INFLUENCE OF MANAGEMENT DEVELOPMENT PROGRAM ON THE PERCEPTION OF A LEADER'S PART

SIMON, Pierre — Research Director, Centre D'Organization, Scientifique de l'Entreprise, Montreal, P.Q.

Objectives:

Today, numerous public or private educational systems throughout the western world introduce the theory of "participation" in their management courses. Very often, however, the real benefit resulting from these courses is a matter of faith.

The aims of these programs very often comprise modified basic attitudes. In fact, it is often asked that the individual reviews his method of work within a group. Adult education in an industrial environment such as Management courses develops at an accelerated rate; however, it cannot really be efficient unless it is based on a good knowledge of its short and medium term effects.

The research objectives were to verify at the end of management courses that deal with motivation theories, leadership styles and group participation whether any change had resulted in the perception or the image that participants make of the role or part of a "leader" within his work group.

Design, Methods, Techniques, Data sources:

While being perfectly conscious of certain difficulties in classifying various types of leadership styles, the author selected the model proposed by R. Blake & J. Mouton developed in the "Managerial Grid".

In order to be able to take the different measures that enabled him to verify his hypotheses, the author proceeded with the make up of a French language questionnaire which is adaptable to the population under review. This questionnaire was made up by twenty (20) situations that can exist in an enterprise and for each situation five (5) leadership behaviors corresponding to Blake's five (5) managerial styles were decided. We had therefore one hundred questions where the participants responded by accepting or rejecting this particular behavior on a five-point lickert type scale.

Over a period of two months in 1970, the questionnaire was applied to 153 people. Wilcoxon's matched-pairs signed rank test was applied to measure the direction, the magnitude and the degree of significance in the change of perception; Chi-squares allowed the measure if correlations between these modifications and independent variables.

Results and Conclusion:

The findings were that the perception of the part of a leader by the participants in a management development course has changed in a significant manner as far as four (4) of the five (5) managerial styles. However,none of these significant changes could be found for the Blake's 5/5 style (democratic consultant).

In each case, the change when it exists has occurred as planned in the objective of the course. The author is, therefore, convinced that the participants are more conscious of the necessity to adopt a certain managerial style that best meets the requirements of productivity and the working climate through participation of all group members to the realization of a common goal.

Scientific and Educational Importance of the Study:

Based on the results of the present study, a research directly complementary would be to verify if the change in perception already observed will be transformed effectively in a real situation, by a change of attitudes and behavior. Whatever the results, it would be useful to determine in a precise manner what are the conditions that favor or retard this change.

Other researches could study the influence of certain variables which are easy to isolate such as for instance various socio-cultural and ethnical groups (anglo-saxon, latin, jewish) various socio-political groups (socialist, and capitalist managers in East and West Berlin) various functional settings (industrial, educational, governmental).

It is only by the methodic observation that we can arrive progressively at a pool of knowledge that will little by little allow us to bring about to Adult Education problems in the field of Management Solutions that are more and more appropriate.

FREQUENCY AND IMPORTANCE OF THE ADULT'S LEARNING PROJECTS

TOUGH, Allen — Associate Professor, Department of Adult Education, The Ontario Institute for Studies in Education, Toronto, Ontario, Canada.

STANIUS, Vida — Research Associate, Department of Adult Education, The Ontario Institute for Studies in Education, Toronto, Ontario, Canada.

Objectives

How many major learning efforts do adults conduct in one year? How long and important are these learning projects? Who plans them?

Procedures

A precise definition of a learning project was developed. It is a major, sustained, highly deliberate learning effort. By definition, it requires a minimum of 7 hours, but most are closer to 80 or 100 hours. During all of this time, the person's desire to gain and retain certain clear knowledge and skill is clearly his primary motivation. Other episodes, in which learning is a side effect or a by-product, are not included.

A detailed interview schedule was developed, tested, and revised three times. Unlike most previous studies, it included many probes to help the person recall his self-planned learning efforts and private lessons as well as classes and courses. It also asked for detailed data on the subject matter, planner, length, and importance of each project.

During the spring of 1970, 3 interviewers conducted intensive two-hour interviews with 66 adults chosen from 7 populations. For comparison, 10-year-old children and 16-year-old students were also interviewed.

Conclusions

The typical adult conducts 8 learning projects a year--8 distinct areas of knowledge and skill. Almost everyone conducts 1 or 2, and some individuals go as high as 15 or 20.

The typical man or woman spends 700 hours a year at learning projects. Some persons spend less than 100 hours, but others devote more than 2,000.

About 70% of all learning projects are planned by the learner himself. He seeks help and subject matter from a variety of acquaintances, experts, printed resources, and objects.

Only 12% of all learning projects rely on a group, or on an instructor in a group. An even smaller number rely on private lessons with someone in a one-to-one relationship. Very few rely primarily on programmed instruction or some other nonhuman resource.

Importance

The findings and interview schedule from this study may stimulate and guide several further surveys, hopefully using large samples in a variety of countries.

THE BUREAUCRATIC - PROFESSIONAL ROLE ORIENTATIONS OF EDUCATORS: METHODOLOGICAL CONSIDERATIONS FOR ADULT EDUCATION RESEARCH

WOOD, George - Extension Agent, Resource Development, Cooperative Extension Service, Frederick, Maryland.

DOLAN, Robert - Professor of Adult & Community College Education & State Leader of Training, North Carolina State University, North Carolina.

Objectives

Bureaucracy and profession were examined as sources of conflicting strategies for the organization and control of the work of teachers in a primary and secondary school system. The examination involved determining and analyzing the bureaucratic and professional orientations of both teachers and principals, and in determining the association between these orientations and sociological characteristics of respondents. Research questions included:

1. Are teachers developing role concepts which will allow them to coexist as professionals in a bureaucratic structure or, are they forming an internal conflict group with a potential for bringing about an equalization of power between teachers and administrators?
2. Are principals a part of the teacher sub-culture in defining the bureaucratic-professional role of the school teacher.
3. Can teachers' and principals' bureaucratic and professional orientations be predicted from a knowledge of the selected situational and background characteristics of teachers and principals?

Design, methods, and techniques

The theoretical framework of the study was based on Dahdrendorf's "coercion theory of society"; conceptualizing the natural state of affairs in the complex organization in terms of perpetual conflict resulting from intentions between competing forces incorporated in the system. Bureaucratic-professional principles of organization superordinate - subordinate relationships, and differences in cultural backgrounds of selected organization members were the forces chosen to be objects of hypotheses formulation.

Likert-type scales designed by Corwin were used to measure the bureaucratic and professional orientations of organization members as related to the role of school teacher. Differences in orientations reflected

members expectations regarding three focal concepts in organization structure: specialization, standardization and authority. Position in the organization hierarchy and selected situational and background characteristics of teachers and principals were analyzed as determinants of variations in bureaucratic and professional orientations.

Analysis of data involved measuring the intensity of the association between bureaucratic and professional orientations by means of linear correlation. Chi-square and analysis of variance were used for the comparative descriptions, and for listing equality of means. Multiple regression analyses were employed to measure associative relationships between orientations and background characteristics. "Best" regression equations using the slip-wise regression technique, were structured for each dependent variable (4) regressed on the total set of independent variables (32).

Data sources

Data were obtained from a rural-urban school system with a student enrollment of 18,340; with 812 full-time teachers and 58 principals and vice-principals serving in 24 elementary and nine high schools. The random list sampling technique was used in obtaining a 25 percent sample of teachers. Instruments were also administered to the entire population of principals and vice-principals.

Results and conclusions

In terms of the research hypotheses it was concluded:

1. Both teachers and principals conceptualize bureaucratic principles independently of professional principles; $r = .0049$.
2. Teachers were less bureaucratic and more professional than principals. However the greater difference in orientations was within the groups, suggesting that teachers and principals tend to react to the forces of bureaucracy and profession on an individual rather than on a group basis.
3. The selected situational and background characteristics of respondents had only limited value as predictors of teachers; and principals' bureaucratic and professional orientations.

Scientific and educational importance of the study

The results obtained through the step-wise regression suggests that this procedure, which involves the re-examination at every stage of the regression, those variables incorporated at earlier stages, has great promise as a technique for analyzing large numbers of variables in an efficient manner.

These results also indicate that organization members may mediate conflict by adopting role conceptions which allow them to adjust to contradictions and conflict, rather than form conflict groups.

It is conceivable that this methodology will be useful in studying bureaucratic - professional orientations of Adult Educators.[1]

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[1]The full paper will describe in detail how the methodology may be applied to Adult Education Research.

THE PROFESSIONALIZATION OF ADULT EDUCATORS IN NEW YORK STATE

WRIGHT, Joan Assistant Professor, Department of Community Service Education, NYS College of Human Ecology, Cornell University, Ithaca, N.Y.

Two hundred New York State adult educators drawn from (1) directors of continuing education in the units of the State University of New York, (2) directors of continuing education in the public schools, and (3) Cooperative Extension agents responded to a mail questionnaire that sought to ascertain the extent to which they had been exposed to the socializing influences of the structural attributes of professionalization; their attitudinal scores as measured by Hall's Professionalization Scales; whether any constellation of the socialization variables predicted any of the attitudinal attributes; and whether there was similarity across organizations in exposure to socialization influences, ratings on attitudinal attributes, or predictability of attitudinal attributes.

The data revealed that the three groups were dissimilar in their exposure to the socializing influences of professionalization. Although analysis of variance revealed no significant differences between groups on any of the attitudinal attributes, multiple regression analysis found few significant predictors of any of the attitudinal attributes, and none that had impact across organizations.

The study concluded that adult educators are not a population, and that professionalization does not necessarily proceed on a uni-dimensional continuum. For practitioners dependent upon an organizational setting, without claim to an exclusive body of knowledge or area of expertise, the traditional model of profession is not viable. Constraints imposed by dependence on organization, adherence to a service ideal, and subject matter specialization must be recognized if an alternative model is to emerge.

CONTRIBUTED PAPERS

BAILEY, Gerald C. An Approach to Measuring Criteria of Englightenment.

BRIGGS, Thomas L; FIBKINS, William; and REAGEN, Michael. The Sagamore Experiment: A Preventive Drug Education Program Utilizing Intergenerational Teamwork.

DANIEL, Richard W., and SHEARON, Ronald W. Modes of Diffusing Knowledge to Community College Personnel.

FLAHERTY, Josephine. On Adult Ability and Learning -- Towards a Theory of Assessment of Hearing Ability.

GAUS, John E. Analysis of Changes in the Perception of Delegates to the Uppsala Assembly of the World Council of Churches, With Implications for International Organizations.

GROSS, John G. Clientele Differences of a Cooperative Extension Program as Related to Base of Organization.

HAMRICK, Wallace S. Administrative Perceptions of the Community Services Dimension of the Small, Nonurban Community College of Michigan.

LINDSAY, Carl A. The Continuing Education Image at Penn State: Faculty and Administrator Present and Desired Future Perceptions.

MORRISON, Alfred E. Some Results of Two Basic Skills Training Programs in a Rural Setting.

PELTON, Arthur. Financing Residential Centers at Publicly Supported Colleges and Universities.

TARRAB, Gilbert. How to Use T. Groups in the Field of Adult Education.

WEIDNER, Madison E. and BINGHAM, William C. University Evening Non-Credit Students -- A Description.

NOTE: Authors of contributed papers will have copies of their papers on display in the Red Room. They also invite you to discuss their papers with them. Watch the bulletin board for time and place!

SYMPOSIA

THE USE OF GROUNDED THEORY IN ADULT EDUCATION RESEARCH

The Symposium on Grounded Theory will involve DR. THERESA McNIEL, Chairman, Department of Adult Education, St. Francis Xavier University, Nova Scotia, who has recently completed a doctoral study utilizing the methodology of grounded theory at the University of Wisconsin; DR. JAMES FARMER, Assistant Professor of Education, UCLA, who is presenting a paper on qualitative methods in the current session of AERA; DR. GORDON DARKENWALD, Teachers College, Columbia University, Assistant Director of the ABE Project, Center for Adult Education, and instructor in a graduate course in qualitative analysis in adult education; and HENRY FELLRATH, who is completing a doctoral dissertation in adult education at Teachers College which uses the method of grounded theory to study school-community agents in New York and Detroit. This research is being conducted under a grant from the U.S. Office of Education. The Symposium will be chaired by DR. JACK MEZIROW, Associate Professor of Adult Education, Teachers College, and Director of the ABE Project, a national study involving new methods of grounded theory. Dr. Mezirow was author of the paper "Toward a Theory of Practice...," presented last year at AERC which constituted the rationale behind the ABE Project.

The Symposium will briefly describe recent research undertaken by participants and will analyze methodological problems involved in adapting the approach of grounded theory to research in adult education.

AVOIDING THE PITFALLS OF ACTION RESEARCH

Successful grantsmen are very much aware that a research and evaluation component is required in most fundable action projects. The action project is often the only opportunity to test ideas, techniques and strategies in adult education, yet classical experimental designs are seldom appropriate, and few alternatives have been developed.

The potential problems of action research are several, including:

How does one distinguish success of the program from success of the treatment?

How does the project director assure neutrality of the research component vis-a-vis the action component?

How does one isolate experimenter effect from treatment effect?

How well do the indicators available for measurement correlate with the conceptual framework of the project?

Given the problems inherent in action research and the need for built-in evaluation from both pragmatic and theoretical points of view, what constitutes a valid evaluation of an action research project? ROBERT L. BRUCE, Associate Professor of Extension and Continuing Education at the New York State College of Agriculture at Cornell University, and THOMAS SAMPH, Research Coordinator and Assistant Professor, School of Education, Syracuse University, will each present an answer to this question. The points of view offered will be critiqued from the perspective of a reviewer of proposals. Discussion among panelists, and between panelists and conference participants, will be focused on the issues generated in the initial presentations.

A NEW LOOK AT ADULT LEARNING AND PERSONALITY EVELOPMENT: IMPLICATIONS FOR RESEARCH

BURRICHTER, Arthur
REED, Clark

Florida Atlantic University,
Boca Raton, Florida

This presentation will be based on work by Penfield, Harris, and Berne. Analyzing communications which make up our day-to-day living to provide insight into the personality makeup in ego states which exist in each individual learner is the goal. It is based on findings of a neurosurgeon, Wilfred Penfield, in Montreal who discovered there is a third dimension to our personality which records the feeling along with facts and occurrences throughout our life. This discovery combined with the fact that an individual was able to relive the actual experience while at the same time being outside of that experience looking at it has given the humanbeing and the learning processes another dimension.

Since it is possible for an individual to understand his own life position and those with whom he communicates, he is immediately free to choose his course of action and direction. Numerous considerations about learning, teaching, counseling, in administrative processes are raised for adult education. How do we develop in the adult learner a willingness to understand the basic life position, his P.A.C. and then be willing to change in ways which he determines as appropriate? How may any educational or religious setting be viewed by persons with an "overdeveloped Parent state?" What does P.A. imply for the professional educator in attempting to establish program goals, educational objectives, and attempting to provide for attitudinal change in his program?

There are constructive ways in which T.A. can be of assistance in establishing and clarifying the concerns most educators have regarding accountability for all people and programs.

INTERACTION ANALYSIS -- NEW WAYS TO QUANTIFY TEACHING BEHAVIOR

Symposium Members:

Ned A. Flanders, Far West Laboratory for Educational Research and Development, Berkeley, California.

Abstract:

Two new innovations in interaction analysis, the multiple coding of single events and time line displays, show promise of providing effective methods of feedback for teachers. A time-line display of sixty minutes of teaching, multiple coded, can "be read" by a trained teacher in about 120 seconds. This increased efficiency and may help teachers work on basic teaching skills.

Innovations in training materials, such as the Minicourses available from the Far West Laboratory, can produce modified patterns of asking questions, responding to learners, facilitating more independent pupil behavior, using role playing effectively, and other topics which refer to basic teaching skills and longer teaching strategies. These materials permit independent, self-directed study at a rate appropriate to the learner.

By combining interaction analysis and Minicourses, we approach a technology that facilitates the diagnosis of present communication, provides instructional and resource materials for self improvement, and then helps to evaluate any changes in teaching behavior in order to determine whether improvement has occurred. How the space, incentive, technological, and social support systems can be focused on the individual teacher is a matter for creative exploration by supervisors and administrators.

During the presentation, members of the audience will have an opportunity to practice using innovative forms for interaction analysis and to discuss their application with the speaker.

METHODS FOR ASSESSING THE FUTURE OF POST-SECONDARY EDUCATION

Paper #1: The Learning Force: A New Concept for Education.

by: Dr. Stanley Moses, Research Fellow, Educational Policy Research Center at Syracuse.

Abstract: Traditional conceptions of what constitutes educational activity have neglected the "Periphery," comprising tens of millions of individuals participating in education outside the traditional core institutions. This neglect has resulted in inaccurate and incomplete information as to the size and character of the learning force, which considerably reduces the likelihood of rational policy in the allocation of limited public resources for educational alternatives outside traditional programs.

Paper #2: Adult Learning in the Education Complex: Some Future "Discoveries" Through Macro-System Analysis.

by: Dr. Michael Marien, Research Fellow, Educational Policy Research Center at Syracuse.

Abstract: The application of General Systems Theory to the educational enterprise in society conceptualized an emerging education complex, a macro-system of human organizations structurally linked to learning activities. Macro-systems forecasting reveals the ascendancy of adult education both as a systems trend and as an increasing recognition that continuing education may become the critical locus for societal renewal and world survival.

Paper #3: Setting Goals for Adult Education: A Problem in Policy Research.

by: Mr. Warren L. Ziegler, Co-Director, Educational Policy Research Center at Syracuse and Adjunct Professor of Education, Syracuse University.

Abstract: The emergence of adult education to a forefront position in the educating system exacerbates the traditional and unresolved debate over adult education goals. Considerable research effort must now be expended in developing new ways to invent, formulate and set goals for adult education within a context of alternative educational futures. The field of policy research may assist in this task, which will require a new political-psychological stance towards the future.

PROJECT REALISTIC: IDENTIFYING FUNCTIONAL LITERACY LEVELS FOR ADULT BASIC EDUCATION

Symposium Members:

Thomas G. Sticht, Research Psychologist, Human Resources Research Organization, Presidio of Monterey, California.

John S. Caylor, Research Psychologist, Human Resources Research Organization, Presidio of Monterey, California.

Abstract:

This symposium will describe Project REALISTIC - a project initiated by the Department of Defense to determine REAding, LIStening, and ArithmeTIC (REA LIS TIC) levels for military jobs. It will focus on conceptual and methodological problems related to the identification of functional literacy demands of jobs.

Many of the personnel who enter the Armed Forces suffer grave literacy retardation - even though they may hold the High School diploma. In order to improve the literacy skills of men in the Services, remedial literacy training is being provided. However, like most Adult Basic Education programs in civilian settings, the literacy training programs in the Services have established levels of "functional" literacy without actually knowing what the literacy requirements of various jobs are.

In order to determine "functional" literacy skill levels as target levels for Adult Basic Education in the Services, as well as to provide Manpower planners with information useful for selection and classification of personnel into job areas compatable with their literacy skill, Project REALISTIC was initiated.

This symposium will discuss major conceptual and methodological problems encountered in executing the REALISTIC research. Topics will include problems of defining literacy when concerned with job performance, concurrent versus predictive validity models for relating literacy and job proficiency measures, problems in the identification and construction of job reading task tests, criterion versus norm-referenced testing and other relevant issues.

Research results will be reported which indicates relationships of reading, listening, and arithmetic skill to four indices of job proficiency: for nearly 1600 men, performance on Job Reading Task tests, Job Knowledge (paper and pencil) tests, Job Sample tests (these are actual "hands-on" tests in which each of the 1600 men were individually tested for 4-5 hours in a simulated Job Sample test, i.e., Cooks cooked a jelly roll, Mechanics repaired a vehicle, etc.), and Supervisor Ratings. In addition to the extensive data on job proficiency in relation to literacy skills, results of on-the-job interviews will be presented to indicate how lack of reading skill may affect the nature and extent to which men will seek job-related information. Consideration of the results will be given in regard to adult literacy training and the design of training and job reading materials.

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